BIBLIOGRAPHY
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INTRODUCTION

by

FRANCESCO CORDASCO
Professor of Education
Montclair State College

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TO

Dr. HENRY BARNARD,

THE FIRST UNITED STATES COMMISSIONER OF EDUCATION,

WHOSE ACTIVITY IN

THE PUBLICATION OF GOOD EDUCATIONAL LITERATURE

COVERS MORE THAN HALF A CENTURY,

THIS BIBLIOGRAPHY OF EDUCATION IS DEDICATED

WITH THE ESTEEM AND GRATITUDE OF

THE AUTHOR.

INTRODUCTION

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FRANCESCO CORDASCO
Professor of Education
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In the literature of education, Will S. Monroe's *Bibliography of Education* (1897) has an important place. Its reissuance is prompted not only by its scarcity (it is generally unobtainable in the antiquarian trade), but also by the recognition that it has never really been superseded and that as in the case of most bibliographical works it has a continuing relevancy and importance. In the field of educational bibliography, which has been since Monroe's time unfortunately neglected, Monroe's work has a particular significance and might be characterized as one of the few truly significant registers of bibliographical materials available; in any event, with all of its limitations and its age, there is in English no counterpart for our time, or any works which bring together the information contained in Monroe.

Will S. Monroe (1863-1939) held a number of administrative and teaching positions in public schools, and from 1896-1908 was an instructor in the history of education at the State Normal School at Westfield, Massachusetts. During a long tenure (1908-1925) as Professor

of Education at Montclair State College, he also served as visiting lecturer at the Universities of Chicago, and Vermont; at Columbia University; at the University of Prague; at the University of Bulgaria (Sofia), and at the American University at Beirut. President Woodrow Wilson appointed Monroe to the U. S. Peace Inquiry Commission which he served (1918-1919) as head of the subcommittee on the Balkans because of his extensive knowledge of these countries.[1]

Monroe was a prolific writer, a collector of educational textbooks and manuscripts,[2] and for a time an associate editor of the *Pedagogical Seminary*. He was a contributing editor to the *Cyclopedia of Education* (N.Y., Macmillan, 5 vols., 1910-1913);[3] wrote an important monograph on Comenius,[4] and one on the Pestalozzian movement in the United States;[5] and compiled classroom textbooks which were widely successful.[6] His *Bibliography of Education* was a central point of reference, not only for his own writings but equally as an affirmation of the encyclopedic grasp of educational history and practice which he showed.

The *Bibliography of Education* appeared in 1897 and was #42 of the *International Education Series,* edited for D. Appleton and Company by William T. Harris (1835-1909) who from 1889 to 1906 served as U.S. Commissioner of Education.[7] Monroe had, for sometime, contemplated a full dress bibliography of education, and in 1892 published a skeletal prospectus which he called "A Pedagogical Library" (See p. 2, Author's Preface, *infra*). The *Bibliography of Education* followed, in essence, the format he had originally

proposed. With the exception of works of reference, he limited his selections to publications in English, including, in all, 3200 books and pamphlets and for most of the titles he supplied brief but informative annotations. Although he did not attempt to survey the periodical literature, he furnished a list of the major American and English educational journals (pp. 178-179, *infra*); and he included invaluable tables of contents of the reports of the U.S. Commissioner of Education, Horace Mann's state reports, and the St. Louis reports of William T. Harris (pp. 175-177, *infra*). Monroe adopted a plan which allowed a classified bibliography with ample cross-reference and no repetition (as far as I have been able to determine) of any titles. The Table of Contents and a full Index (subject and author) furnish an admirable guide to easy use of the *Bibliography*.

Monroe's *Bibliography* had many predecessors, and many of these Monroe has listed (see pp. 1-2, *infra*).[8] The Hall-Mansfield bibliography was, of all of these, perhaps, the most instructive to Monroe and it appears that his bibliography, in the main, was fashioned on this earlier work; but the startling fact is that no single-volume bibliography, attempting a representative overview of all educational literature in English, has appeared since Monroe's *Bibliography* and this fact, alone, strongly furnishes the *raison d' etre* of its reissuance.[9] Used in conjunction with modern bibliographical adjuncts, Monroe's *Bibliography* continues to serve as a major initial source in educational bibliography.[10]

NOTES

1. See F. Cordasco, "Will S. Monroe (1863-1939): the First Professor of Education at Montclair," *Peabody Journal of Education*, Vol. 42 (July 1964), pp. 32-34.

2. Monroe's long friendship with Henry Barnard, the first U.S. Commissioner of Education, and his interest in American educational history, led to a vast collection of Henry Barnard manuscripts which Monroe donated to the Washington Square Library of New York University. The Will S. Monroe collection of Henry Barnard Manuscripts contains approximately 13,500 letters and manuscript papers, and is numbered to 9000 (February 14, 1868); some 4000 letters for the later period have been arranged but not numbered, and in addition there are manuscript journals, notebooks and other letters which have been added to the original collection. Newspapers, clippings and pamphlets contain many notes and annotations by Monroe. The collection is of inestimable value to the historian of 19th century American education and culture. See Richard E. Thursfield, *Henry Barnard's American Journal of Education* (Baltimore: The Johns Hopkins Press, 1945. The Johns Hopkins University Studies in Historical and Political Science, Series LXIII, #1). Monroe published two important books on Henry Barnard, both of them still of great value, and neither of which has been displaced by later studies. *The Educational Labors of Henry Barnard: A Study in the History of American Pedagogy* (Syracuse: C. W. Bardeen, 1893); and *A Bibliography of Henry Barnard* (Boston: New England Publishing Company, 1897) should be checked against Thursfield (*op. cit.*), but remain the nucleus around which Monroe built one of the great educational collections of the century.

3. The *Cyclopedia* was edited by Paul Monroe (1869-1947), the first Professor of the History of Education at Teachers College, Columbia University, and is the only general encyclopedic work available in English. Professor Brickman has called it "By far the best encyclopedia for purposes of research in educational history, in the English language, at least . . ." (William W. Brickman, *Guide to Research in Educational History*, New York: New York University Bookstore, 1949, p. 33). See further, F. Cordasco, "The 50th Anniversary of

Monroe's *Cyclopedia of Education," School & Society,* vol. 91(March 1963), pp. 123-124; William W. Brickman, "Needed: A New Educational Encyclopedia," *School & Society,* August 6, 1955; and F. Cordasco, "Reference Books in Education: A Bibliographical Commentary," Stechert-Hafner *Book News,* vol. 17 (March 1963), pp. 81-83. As a contributing editor, Will S. Monroe (no relationship to Paul Monroe) was responsible for many of the articles on American educational biography.

4. *Comenius and the Beginnings of Educational Reform* (New York: Scribner's, 1900).

5. *History of the Pestalozzian Movement in the United States* (Syracuse: C. W. Bardeen, 1907).

6. See F. Cordasco, "Will S. Monroe . . . ," *loc. cit.,* p. 33 for some of the titles. Although Monroe should have been picked up in the *Supplements* (1944, 1958) to the *Dictionary of American Biography* (20 Vols., 1928-36), he has inadvertently been missed. Monroe also did a number of important volumes (historical, sociological and institutional) on Bohemia (1910) and Bulgaria (1914); and travel books on Turkey (1907), Sicily (1909) and Norway (1909).

7. *A Bibliography of Education* (New York: D. Appleton 1897). It was reissued without change in 1907. *The International Series in Education* issued by D. Appleton in 12 mo., cloth, uniformly bound volumes"... for the purpose of bringing together in orderly arrangement the best writings, new and old, upon educational subjects, and presenting a complete course of reading and training for teachers generally . . ." was the most ambitious project of the publication of educational texts largely historical and monographic ever undertaken and is comparable, in a way, to Henry Barnard's American Journal of Education, itself one of the most extraordinary projects in educational literature. (See Thursfield, *op. cit.*). The *International Series* included many works which have become classics, *e.g.,* S.S. Laurie, *The Rise and Early Constitution of Universities* (#3); Robert Herbert Quick, *Essays on Educational Reformers* (#17; see F. Cordasco, "Quick's Educational Reformers: American Editions," *American Notes & Queries,* vol. 3, November 1964); Susan E. Blow, *Letters to A Mother* (#45): Paul Monroe, *Thomas Platter and the Educational Renaissance of the Sixteenth*

Century (#57). Since Monroe's *Bibliography of Education* (#42) was a key to the classification of the volumes projected for *The International Series,* general editor Harris' preface to the work *(infra,* pp. vii-ix) has a special bibliographical importance.

8. See also, Brickman, *Guide to Research In Educational History,* pp. 46-54.

9. In this connection, see Walter S. Monroe and Louis Shores, *Bibliographies and Summaries in Education to July, 1935: a catalog of more than 4000 annotated bibliographies and summaries listed under author and subject in one alphabet* (New York: H. W. Wilson, 1936).

10. One of the best guides to educational literature is Arvid J. Burke and Mary A. Burke, *Documentation in Education.* 5th ed. rev. (New York: Teachers College, Columbia University, 1967). See also, W. W. Brickman, "Education," *Sources of Information in the Social Sciences: A Guide to the Literature,* ed. by Carl M. White, *et al.* (Totowa, New Jersey: Bedminster Press, 1964), pp. 310-357. The *Education Index* (1929 to date) is a cumulative subject index to selected educational periodicals, books and pamphlets. It is published monthly except June and August, cumulated annually and triennially, and lists many of the publications of the U.S. Office of Education. No periodical index is in itself adequate for any kind of research. As an adjunct to the *Education Index,* we have used the *International Index* (1907 to date) which, since 1957, has limited itself to some 170 periodicals in the social sciences and the humanities with a number of European periodicals included.

EDITOR'S PREFACE.

In the classification of works on education adopted by me in this series, I have made four general divisions—the first containing History of Education; the second, Educational Criticism; the third, Systematic Theories of Education; the fourth, the Art or Practice of Education. The classification adopted in this bibliography of works in the English language relating to education includes twenty-two different groups. The following scheme will show how these several groups arrange themselves under the four classes named:

First division, History of Education, containing original systems as expounded by their founders, critical histories (besides reports of systems, annual catalogues, educational journals, reports of educational conferences, reports of educational exhibits).

Under this head will fall Class II, history of education; Class XIX, books devoted to the school systems of the several countries; Class XX, reports of educational conferences and exhibits; Class XXI, annual and other reports of national, state, and city systems; Class XXII, educational journals, domestic and foreign. (These journals are in the nature of chronicles and therefore belong under this class of history.)

Under the second division, Educational Criticism, containing first the original works of educational reformers like Pestalozzi and Comenius, and, second, the histories of pedagogy written from critical standpoints, come many works which are included by Prof. Monroe under the second group, the History of Education, and also many works scattered under various other groups in the catalogue.

The third division, Systematic Treatises on the Theory of Education, includes the books under Group III, theory of education; Group IV, principles and practice of teaching; Group XI, manual training; Group XII, philosophy; Group XIII, psychology; Group XIV, moral education; and Group XV, physical education and school hygiene.

The fourth division, the Art of Education, will include Group V, methods of instruction; Group VI, school management; Group VII, kindergarten; Group VIII, education of colored children; Group IX, education of special classes, such as the blind and deaf; Group X, professional education; Group XVI, education of women; Group XVII, self-culture and home education; Group XVIII, sociological aspects of education.

A complete bibliography of education would necessarily include that most numerous class of all educational publi cations—namely, the text-books. Text-books, however, do not find their way into public libraries to any considerable extent, and it is obvious that a complete list of such works would fill several volumes of a library catalogue. Text-books would be classified under Division IV, Methods of Instruction and Discipline, and in the present work under Group V.

Another large mass of educational publications is formed by the catalogues and annual reports of separate institu-

tions. A complete catalogue of these documents, as found in a national bureau of education, would contain more than two hundred thousand separate titles.

It is obvious that the classification employed for the International Educational Series of volumes for professional teachers would not be serviceable in a general catalogue of a library of education. The teacher wishes to read the history of his theme and to study carefully the views of the great critics of education, and after that to make himself acquainted with systematic treatises on the theory of education, and finally he will specialize and study the methods of organization and management in some particular line chosen by himself. Works of a special character as text-books and catalogues do not find place in the series.

The publishers take pleasure in presenting this volume of Prof. Monroe to the educational public, confident that it will prove to be of great use to normal schools, training schools for teachers, and to educational lecturers and all special students seeking to acquaint themselves with the literature of any particular department of education. It will be of especial value to librarians in the way of assisting them to answer two questions: (*a*) What books has this library on any special educational theme? (*b*) What books ought it to obtain to complete its collection in that theme?

WILLIAM T. HARRIS.

WASHINGTON, D. C., *August 9, 1897.*

AUTHOR'S PREFACE.

THE literature of education is now admittedly large and is growing daily. In the Central Pedagogical Library at Leipzig, founded twenty-five years ago in honor of Comenius, there are 66,604 books and pamphlets on the subject of education. The Musée Pédagogique at Paris, founded in 1879 by the French Government, contains 50,000 pedagogical books. The national pedagogical libraries of Belgium, Switzerland, and Russia each contain over 15,000 volumes. In the city of Berlin there are two such special libraries—the one containing 16,000 and the other 14,500 volumes. In the South Kensington Museum in London there are 10,500 books on the subject of education; and the Teachers' Guild of Great Britain and Ireland has a pedagogical library of more than 6,000 volumes.

In America no less than in Europe there has been marked development in the collection of books on education. The library connected with the Bureau of Education at Washington has over 50,000 books and 150,000 pamphlets on education and subjects more or less directly allied to education. Movements have recently been organized to establish State educational libraries in Massachusetts and New Jersey, and county libraries in New Jersey and California. Colleges and universities are segregating the books in their collections bearing on education, and giving special attention to the acquisition of pedagogical books. These activities make possible and desirable the publication of a systematic Bibliography of Education.

More than sixteen years ago the author began the collec-

tion of an educational library. Its growth was not rapid, and the character of the books such as the needs of a busy teacher and superintendent of schools might require. Five years ago the collection—then numbering about twelve hundred books and pamphlets—was catalogued with a view to publication as suggestive to others engaged in educational work; but it seemed expedient to enlarge the scope and include other desirable and available books and pamphlets bearing on the subject. And in this form the work is now presented. It contains in all the titles of 3,200 books and pamphlets.

Except in the matter of works of reference—encyclopædias and bibliographies—the selection has been limited to publications in the English languages supposed to be obtainable in the ordinary course of trade. The numerous excellent bibliographies in the French and German made the inclusion of titles in these languages unnecessary. But the standard foreign works of reference have been given; and to such readers as desire to consult the large and rich educational literature of France and Germany, the author has pointed to sources of information. As much care has been taken to secure the titles of British books as of American, in the belief that it is helpful to teachers in all English-speaking countries to know the best books on education in the mother tongue, without regard to political boundaries.

The periodical literature is both too large and too distinct to be included in such a bibliography. To give merely the most important periodical references on the different subjects treated in this book would make a work of four or five good-sized volumes. Moreover, a satisfactory bibliography of periodical literature can only be made by a large number of specialists working together.

For convenience and economy of space, the titles have been grouped into classes and these broken into sections and subsections. Any plan of classification is necessarily more or less artificial, and the justification of the classification of the present book is the fact that it is based upon the materials with which the author had to deal. A book con-

taining matter belonging to two or more classes was placed where it seemed to have the largest bearing, and no title was repeated. But cross references have been given to show where such related subjects may be found. The full index at the end of the book must be the reader's chief guide.

The author wishes to express his obligations to other bibliographies of education which have helped him, especially Hall's, MacAlister's, and Sonnenschein's. Willing tribute is also paid to the university, public, and special libraries where he has worked in the preparation of the present book —to the university libraries of Stanford, Harvard, and Clark in this country, and Jena, Paris, and Leipzig in Europe; to the Boston Public Library, where the work was completed; as well as to the British Museum, the library of the Musée Pédagogique in Paris, and the Pädagogische Centralbibliothek (Comenius-Stiftung) in Leipzig.

To Dr. Henry Barnard, to whom the book is dedicated, and whose activity in the publication of good educational literature covers more than a half century, the author is under larger obligation than to any other one person. In Dr. Barnard's home and under the inspiration of his kindly direction the author received his best lessons in the literature of education.

Numerous friends—specialists in their several departments—have examined different portions of the book, and in many instances suggested additions or omissions, and given important descriptive and critical notes. The author's thanks are especially due to Dr. William T. Harris, United States Commissioner of Education; Professor Earl Barnes, of Stanford University; President Walter L. Hervey and the members of the faculty in the Teachers' College, New York; Mr. Alex E. Frye, Geographer, Boston; Professor Fred N. Scott, of the University of Michigan; Mr. Joseph C. Gordon, Acting Superintendent of the Volta Bureau, Washington; Dr. George E. Shuttleworth, Director of the Ancaster House for Mentally Deficient Children, Richmond, England; Director M. Anagnos, of the Perkins Institution for the Blind, South Boston; Professor Mary Sheldon

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The author is aware that deficiencies and omissions will be discovered; but the preparation of an accurate and complete bibliography is no easy task. As Anthony à Wood has so well expressed it: "A painfull work it is, I'll assure you, and more than difficult, wherein that toyle hath been taken as no man thinketh, and no man believeth, but he that hath made the triall." And he will be duly grateful for corrections sent him and for any additional titles which should be included in such a bibliography.

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The volumes of this series include not merely biographies, but concise accounts of some of the leading movements in the history of education.

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A valuable series. Contains many of the best works, new and old, bearing on educational literature.

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XII. PHILOSOPHY.

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XIX. SCHOOL SYSTEMS.

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Buisson, F. American education as described by the French commission to the international exhibition of 1876. pp. 37. Bu. of Ed.: Wash., 1879.

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2. Canada.

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Crooks, Adam. Educational institutions [of the] province of Ontario. pp. 23. Toronto, 1876.

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1. General.

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The careful observations of a practical teacher, especially good on Germany.

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Wiese, L. German letters on English education. Collins: London, 1877.

3. France.

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Describes his visit to several French schools, and compares the French and English systems of education.

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Johnson, D. General view of public education in France. Oliver: London, 1827.

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Richard, Ernst. The school system of France. pp. 21. N. Y., 1893.

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The best recent account in English of the German school system. The author spent four years in Germany, and made a careful study of the schools.

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Cousin, Victor. State of education in Holland as regards schools for the working classes and the poor. Translated by L. Horner. Murray: London, 1838.

Eaton, John, editor. Historical summary and reports on the systems of public instruction in Spain, Bolivia, Uruguay, and Portugal. pp. 66. Bu. of Ed.: Wash., 1873.

Elementary and middle class instruction in the Netherlands. pp. 120 + liii. Sythoff: Leyden, 1876.

An excellent account of elementary and secondary education in Holland.

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c. Asiatic.

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Gives an account of the educational efforts of the missions in China, Corea, Japan, India, and Turkey.

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XX. EDUCATIONAL CONFERENCES AND EXHIBITS.

a. Conferences.

Addresses and proceedings of the national educational association, 1858 to date. 35 vols.

Organized 1857 as National teacher's association; first session held 1858; name changed to National educational association 1870; no sessions held 1861, 1862, 1867, and 1878.

Documents of the council of education of the state of New Jersey. 11 nos. Trenton, 1888 to date.

Official reports of the New England association of colleges and preparatory schools. Organized 1886.

Proceedings of the American institute of instruction. 65 vols. [No vols. issued in 1873 and 1874.] 1830 to date.

The oldest organization of teachers in the United States. The proceedings constitute a vast body of the best educational thought, but a classified index is much needed.

Proceedings of the annual conventions of the college association of the middle states and Maryland. Organized 1889.

Proceedings of the annual convocations [of the university of the state of New York]. 1863 to date. 33 vols. Lyon: Albany.

Proceedings of the American association for the advancement of physical education. 1885 to date. 10 vols.

Proceedings of the international conference on education, London, 1884. Edited by Richard Cowper. 4 vols. pp. 512, 648, 424, 471. Clowes: London, 1884.

A valuable series of 89 papers by leading European and American educators. Vol. I, Conditions of healthy education; infant training and teaching; organization of elementary education; inspection and examinations of schools; gymnastics and other physical exercises; teaching of music in schools. Vol. II, Technical teaching in science, art, handicraft, agriculture, and domestic economy; subsidiary aids to instruction; thrift in schools. Vol. III, Organization of university education. Vol. IV, Training of teachers; organization of intermediate and higher education.

Reports of the royal commission on secondary education. 9 vols. Eyre: London, 1895.

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Transactions of the education society and teachers' guild of Great Britain and Ireland. 4 vols. London, 1884–90.

A series of 29 valuable papers on a great variety of educational subjects.

b. Exhibits.

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Reports of the United States commissioners to the Paris universal exposition, 1878. 5 vols. Wash., 1880.

Vol. II contains the report on education.

Seguin, E. Report on education. pp. 215. Doeflinger: Milwaukee, 1880.

An account of the education exhibit at Vienna in 1873.

Spalding, J. L. The Catholic educational exhibit in the Columbian exposition. pp. 8. Chicago [1892].

Thurston, R. H., editor. Vienna international exhibition, 1873; reports of the commissioners of the United States. 4 vols. Wash., 1876.

Vol. II contains the report on education.

XXI. AMERICAN REPORTS.

a. National.

Reports of the commissioner of education of the United States. Henry Barnard, 1867–70; John Eaton, 1870–86; N. H. R. Dawson, 1886–89: William T. Harris, 1889 to date. 33 vols. Wash., 1868–95.

The first report was issued 1868; the second 1870; from 1870 to 1888 one volume for each year has appeared; since 1888 two volumes a year. These reports cover the whole field of contemporary educational thought, and constitute in themselves a library of education. Among the subjects discussed in the different reports are the following:

1867–68. Educational land policy in the United States; the state and education in the United States; female education at home and abroad; New England system of high schools and academies; secondary schools in Prussia; school architecture; training of teachers; institutions and museums of natural science.

1870. Condition of education among the Indians; kindergarten culture; Hebrew education; progress of education in Argentine Republic, England, Bengal, Austria, Australia, and Ecuador; education of the deaf and dumb; medical education; Chinese migration; relation of education to labor; illiteracy in the United States.

1871. Education among the Indians; national schools of science; relation of education to insanity and crime.

1872. Education of the deaf and blind; progress of education in the United States; education in the Hawaiian islands; education, crime, and pauperism.

1873. School superintendence: education of women; educational work of Sunday schools and foreign missions.

1874. Science and education; education at the centennial; educational conventions and institutes.

1875. Condition of education at the time of the declaration of independence; educational exhibit at Vienna; medical jurisprudence.

1876. Training schools for nurses; compulsory education in France; education at the centennial; the study of Anglo-Saxon; pronunciation of Latin and Greek.

1877. Schools for the colored race; hygiene in the public schools; instruction in art; crime and education.

1878. Classical and scientific instruction; education in Japan; United States education at the Paris exposition; industrial instruction for the dependent classes.

1879. Peabody fund; agricultural education in Europe; drawing and sewing in the public schools.

1880. United States educational land grants; evening schools; sanitation and education; color blindness and myopia; physiology of reading.

1881. The census in its relation to education; illiteracy among minors; reform schools.

1882–83. Compulsory school laws; medical education; technical education in Europe.

1883–84. Kindergarten; higher education of women abroad.

1884–85. School hygiene; universities and colleges; industrial training.

1885–86. State school laws.

1886–87. Temperance instruction; text-books: school savings banks; corporal punishment; music; examinations and promotion.

1887–88. History of American education; education in Alaska; incorrigibles and habitual truants; manual training.

1888–89. German, American, and French schools compared; educational systems of England and France; schools of Germany, Austria, and Switzerland; school systems of Italy, Sweden, Finland, Spain, and Brazil; normal school curriculum; religious instruction in public schools; compulsory attendance.

1889–90. Educational congresses at Paris in 1889; educational system of

Scotland; elementary education in London and Paris; higher schools of Prussia; school systems of Austria, Norway, and Denmark.

1890-91. Secondary education in New Zealand; educational system of Ireland; industrial and technical education in Europe; education in Russia, Italy, Korea, and Japan; legal education in the United States and Europe.

1891-92. Education in France; technical instruction in Great Britain; training of teachers in Germany, Austria, and Switzerland; Swiss school system; home training; German universities; civil service in France and Prussia; physical training; classification of graded schools; university extension; care of truants and incorrigibles; co-education of the sexes in the United States.

1892-93. Illiteracy in the United States; public education in Belgium; education in England, France, Ontario, and India; teaching of geography in central Europe; common schools in Bavaria; education in Uruguay; child study; education and the world's Columbian exposition; German criticism of American education; French views of American education; medical instruction in the United States; European comments on American education; American technological schools; world's library congress; education at the world's Columbian exposition.

1893-94. Education in Great Britain and Ireland, France, Italy, and Russia; the psychological revival; reports of the committee of fifteen on the training of teachers, correlation of studies, and city school systems; educational values; public schools in the United States during the colonial and revolutionary periods; geology in the colleges and universities of the United States; university extension; psychological, criminological, and demographical congresses in Europe; expositions at Milan and Lyons.

1894-95. Manitoba school case; education in England, Scotland, France, Germany, Switzerland, Netherlands, and Italy; report of the royal commission on secondary education; higher education in Poland; university education of women in England; educational status of women in different countries; Chautauqua—a social and educational study; pensions for teachers; Bell and Lancaster system; instruction in sociology in institutions of learning; education of the colored race; education in the northwest during the first half century of the republic (1790-1840); American common school system in New England from 1790 to 1840; early educational life in middle Georgia; education and the Talmud.

There is an excellent subject index of the publications of the United States Bureau of Education from 1867 to 1890.

b. State.

Mann, Horace. Reports as secretary of the board of education of Massachusetts. 12 vols. Boston, 1838-49.

The same abridged and edited by George Combe Mann. 4 vols. Lee: Boston, 1891.

I. The situation, construction, and condition of schoolhouses, in regard to ventilation and warming, size, desk, and playgrounds, accompanied by two plans of the interior of schoolhouses; the manner in which school committees perform their duty—neglect in the examination of teachers and enforcement of school attendance; suggested remedies; the low standards of teaching and incompetency of teachers.

II. Evidences of progress in some of the larger towns; discussion of current methods of teaching reading and spelling; selection of reading books and use of dictionary; composition, translation, and formation of a taste for literature.

III. Employment of young children in factories; the school library—its use and character—an exhaustive discussion of the library question.

IV. The evils of small subdivision of school districts; private schools; need of more women teachers; uniformity of text-books; school apparatus; enforcement of school attendance.

V. Moral character of the teacher; preparation for teaching—normal schools, pedagogical books, educational journals, school management; corporal punishment; the schools of the Shakers; value of state education.

VI. Compensation of teachers; school registers; the selection of studies;

the introduction of physiology and hygiene into the schools—a most exhaustive study.

VII. An account of his educational tour abroad; the schools of England, Ireland, Scotland, Prussia, Holland, Belgium, and France; characteristics and superiority of the foreign schools and some comparisons with our own; this was the report that called forth the attacks of the thirty-one Boston schoolmasters; no less than twenty-five pamphlets appeared during the time of the controversy.

VIII. Organization of county and town teachers' associations; use of the Bible in the schools; distribution of school moneys; teaching of vocal music; employment of special teachers.

IX. Appropriations for the support of schools; higher standard of qualification of women teachers; teachers' institutes; school motives and the question of moral education generally.

X. History of the origin of the free school system in Massachusetts; the state's duty to her children; an eloquent plea for state education.

XI. The power of the common schools to redeem the state from social vices and crimes, with expressions on this question from John Griscom, Jacob Abbott, David P. Page, Catherine E. Beecher, and others.

XII. This report was prepared after Mr. Mann had resigned as secretary, and serves as a farewell address. He discusses the advancement made in education—the increase of educational facilities for the normal children of the state, provisions for reforming the juvenile offenders and the humanizing influences under which the mentally deficient had been brought. The care of dependent children and physical education are discussed, and the report closes with a plea for religious—not sectarian—education.

c. City.

Harris, William T. Reports of the public schools of St. Louis, Mo. 12 vols. St. Louis, 1867–79.

The twelve annual reports issued by Dr. Harris during his superintendency of the schools of St. Louis represent the high-water mark of city reports. They sustain the same relation to the literature of city schools which the reports of Horace Mann sustain to state school systems. Among the topics discussed are:

1867–68. The principles of Pestalozzi and their application to object teaching.

1868–69. Methods of teaching reading and spelling; defects of the graded school system; gain to pupils from a mastery of the rudiments.

1869–70. Co-education; industrial education; scheme for a classification of libraries; methods of conducting recitations; local supervision of schools.

1870–71. Moral education and school discipline; education and crime; oral lessons in natural science; instruction in music.

1871–72. Occupations represented in the schools; evil effects of examinations; instruction in English and German; corporal punishment; psychological significance of the several studies.

1872–73. Methods of promotion; psychological effect of Latin and Greek in education; co-education discussed in the light of the history of civilization; the library; outlines of educational psychology.

1873–74. School hygiene and the lessons of statistics; grading, classification, class intervals, and promotions; suspension of pupils versus corporal punishment.

1874–75. The history of the St. Louis public school system.

1875–76. School architecture; philosophy of the kindergarten; education at the Philadelphia centennial exposition.

1876–77. The value of German-English instruction; fitting the pupils for future vocations; half-time schools for primary schools—its economy and hygienic effects; proper school age; results of the kindergarten in St. Louis.

1877–78. The teaching of United States history.

1878–79. Industrial education; influence of works of fiction; syllabus of oral lessons in history; organization of a system of city schools, with a discussion of current practices.

XXII. EDUCATIONAL JOURNALS.

a. American.

1. Historical.

Academician. Albert and John W. Picket, editors. Founded 1818. Discontinued 1820. Weekly and monthly. 1 vol. [25 no.]. Incorporated society of teachers: N. Y.

The first educational journal in America; contained many well-written articles, notably the accounts of the Pestalozzian and Lancasterian systems.

Academy. George A. Bacon, editor. Founded 1886. Discontinued 1892. 7 vols. Bacon: Syracuse.

American Annals of Education and Instruction. William C. Woodbridge, editor. Founded 1830. Discontinued 1838. Monthly. Boston.

American Journal of Education. William Russell, editor. Founded 1826. Discontinued 1830. Monthly and bimonthly. 4 vols. Boston.

American Journal of Education. Henry Barnard, editor. Founded 1855; discontinued 1881. Monthly and quarterly. 31 vols. Barnard: Hartford.

College Courant. Charles C. Chatfield, editor. Founded 1869; discontinued 1874. Weekly. 15 vols. Chatfield: New Haven.

Common School Education. William A. Mowry, editor. Founded 1887; discontinued 1892. Monthly. 6 vols. Mowry: Boston.

Common School Journal. Horace Mann, editor. Founded 1838; discontinued 1848. Monthly. 10 vols. Fowle: Boston.

Connecticut Common School Journal. Henry Barnard, editor. Founded 1838; discontinued 1842. Monthly. 4 vols. Barnard: Hartford.

Journal of the Rhode Island Institute of Instruction. Henry Barnard, editor. 1846–49. Monthly. 3 vols. Barnard: Providence.

Primary Teacher. W. E. Sheldon, editor. Founded 1877; discontinued 1883. Monthly. 6 vols. New Eng. Pub. Co.: Boston.

Public School. T. W. Bicknell, editor. Founded 1882; discontinued 1883. Monthly. 2 vols. New Eng. Pub. Co.: Boston.

2. Current.

American Primary Teacher. Albert E. Winship and W. E. Sheldon, editors. Founded 1883. Monthly. New Eng. Pub. Co.: Boston.

Education. Frank H. Kasson and Frank H. Palmer, editors. Founded 1880. Monthly. Kasson & Palmer: Boston.

Educational Review. Nicholas Murray Butler, editor. Founded 1891. Monthly. Holt: N. Y.

Intelligence. E. O. Vaile, editor. Semimonthly. Vaile: Oak Park and Chicago.

Journal of Education. Albert E. Winship, editor. Founded 1875. Weekly. New Eng. Pub. Co.: Boston.

Pedagogical Seminary. G. Stanley Hall, editor. Founded 1891. 3 numbers a year. Orpha: Worcester, Mass.

School Bulletin. C. W. Bardeen, editor. Founded 1874. Monthly. Bardeen: Syracuse.

School Journal. Amos M. Kellogg, editor. Founded 1870. Weekly. Kellogg: N. Y.

School Review. C. H. Thurber, editor. Founded 1893. Monthly. University of Chicago: Chicago.

Popular Educator. Founded 1884. Monthly. Educ. Pub. Co.: Boston.

Primary Education. Eva D. Kellogg, editor. Founded 1893. Monthly. Educ. Pub. Co.: Boston.

Public School Journal. George P. Brown, editor. Founded 1880. Monthly. Pub. Sch. Pub. Co.: Bloomington, Ill.

Teachers' Institute. Founded 1877. Monthly. Kellogg: N. Y.

b. **English** (*Current*).

Educational Review. Arthur Montefiore, editor. Founded 1890. Monthly. Sutton: London.

Educational Times. R. Wormell, editor. Founded 1847. Organ of the college of preceptors. Monthly. Hodgson: London.

Private Schoolmaster. Edward Markwick, editor. Founded 1887. Monthly. Carr: London.

School Board Chronicle. R. Gowing, editor. Founded 1871. Weekly. Grant: London.

School Guardian. Organ of the national society. Founded 1876. Monthly. National Soc.: London.

Schoolmaster. Founded 1872. Weekly. Edc. Newsp. Co.: London.

Schoolmistress. Founded 1881. Schoolmistress office: London.

Journal of Education. Francis Storr, editor. Founded 1869. Monthly. Rice: London.

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